

Sample Self-Assessment Report

I. Introductory Pages

Board of Education

Jason Gallo (President)
Lee Johnson
John Lewis
David Ashcraft
Melinda Young

Special Education Administration

Nancy Child (Special Education Director)
Dee Kirk (Program Specialist)
Tina Larsen (Program Specialist)

Steering Committee Membership

Nancy Child (Special Education Director)
Dee Kirk (Program Specialist)
Jenny Black (Speech/Language Pathologist)
Christine Bennee (Elem. Regular Education Teacher)
Ginger Salis (Elem. Special Education Teacher)
Robert Frye (Sec. Regular Education Teacher)
Sheldon Driggs (Sec. Special Education Teacher)
Trina Law (Preschool Special Education Teacher)
Deanna Breta (School Administrator)
Brenda Wright (Parent)
Jim Galloway (Parent)
Heather Minds (Parent)

II. District Profile and General Information

USOE School District is located in the center of an urban setting in northern Utah. We currently have an enrollment of over 13,300 students with 1,352 receiving special education services. Students are served in a total of 23 schools, with 12 elementary schools, 8 middle schools, and 3 high schools.

A unique feature is the district music program. USOE School District starts students with string instruments when they are in third grade

Seventh graders are exposed to a variety of foreign languages at six week intervals. This program has generated high student interest and students have walked away with conversational language skills as well as a connection with the culture. These classes were taught by university students. Language exposure was in Spanish, Hawaiian, Chinese, Japanese, Korean, and French.

Mission and Beliefs Statements

The mission of USOE School District is to provide all students the fundamental knowledge, tools, and discipline to become successful, reputable citizens in our country and to become high achievers in our ever evolving, demanding, and complex society. The mission will be carried out through a stimulating academic curriculum, focused on elemental skills development, in a structured classroom environment, with strong parental involvement.

Philosophy

The USOE School District's philosophy is to emphasize the teaching of basic skills and knowledge. Its purpose is to:

- Train and discipline the intellect,
- Teach skills,
- Instill a sense of pride in and respect for self, others, and country,
- Equip students with the necessary skills to become decision makers, problem solvers, and lifetime learners,
- Prepare students for the outside world by challenging them to compete for achievement of standards in the classroom,
- Develop an atmosphere of respect and acceptance,
- Coordinate home and school effort in providing a solid education foundation for students.

III. Self-Assessment Process with Stakeholder Input

The UIPS Steering Committee met three times during the 2004-2005 school year to assign tasks, analyze data, and suggest improvement goals. UIPS activities were subdivided by the Steering Committee and each person was assigned tasks. Each subcommittee, upon completion of their assigned task, brought the collected data back to a Steering Committee meeting, where it was analyzed by the group.

IV. Data and Analysis from Self-Assessment

A. UIPS Interview Results Spring 2005

Introduction

Members of the Steering Committee interviewed 20 parents, 40 general educators, 20 evaluators, and 10 building administrators as part of the UPIPS process. Questions in the survey are as follows:

In the sections that follow, the exact quotations of interviewees are presented in the exact form as written.

General Education

1: What is good about your school's special education program?

- My student who participates in special education is making progress in math skills. He is able to study the lessons at a place where he is not overwhelmed. This is the only area where he is out of the classroom. He is growing and has confidence rather than confusion. His success in math builds and reinforces his general attitude toward school.
- _____ is excellent as well as the aides. They are organized. The room is bright and inviting.
- The teachers are kind and in touch with the students needs. They have materials appropriate to the students needs.
- We have great teachers.
- I really like letting my student get one on one time for math. When he is with the class he is so behind he is disruptive.
- It's a small program. Things can get done quickly. I think there is lots of help for Sp. Ed. students and they're able to get lots on one on one attention.
- We have a great teacher who works extremely well with our students and our teachers.

2: How can an educator best participate in the IEP process?

- An educator can best participate in the IEP process by identifying students whose abilities appear to be well below grade level.
- An educator can best help by being familiar with the child's strengths and needs to follow up and evaluate the student's progress and make suggestions for necessary changes.
- An educator needs to be very familiar with the strengths and need of the students in her class. She needs to communicate regularly with the special education teacher.
- By attending the IEP meetings and be provided with a check-off of some kind of the things they need to be doing so they can keep a daily check-off list to stay on track.
- I would like to know exactly what he should come with.
- I've found that it's very helpful to listen! A lot of information about a child's needs is talked about during the IEP. I was able to understand my student's need much better after going to the IEPs.
- Be present for all meeting and have a working knowledge about the special education process.

3. How much do the students in your class have access to educational non-academic and extracurricular activities?

- My special ed student participates in every activity except that he attends math instruction in the special education room.
- They have full access to all of our activities. Our class did an opera this year and they participated in all parts of the process; writing the story, creating the script, creating the music, painted scenery and performing.
- Much, mainly provided by their families.
- Lots through the community.
- We have great specials and special teachers at the school. Everyday we have 25 minutes of music, P.E., computers, or library.

4. What would be your highest priority for improving the special education program?

- I should more quickly identify those who should be tested for eligibility for special ed. services.
- Monthly progress reports.
- More communication so I know what is happening there. Sometimes I worry that he doing lots of coloring or other activities rather than working on basic skills.

The general education teachers noted the importance of attending the IEP. They indicated that all of their special education students had total access to all extra-curricular activities and core curriculum classes when appropriate. Student progress was noted because of the one-to-one setting in the special education classroom. The teachers also noted that materials used for their students were appropriate for student achievement.

The teachers indicated that it would be of benefit to them if they could receive more frequent communication such as a monthly progress report.

Parents

Special Education Survey

1. How much did your child benefit from his/her educational program?

- #1. Child benefited immensely.
- #2. Child didn't get into the program until the end of year. Parent very disappointed that they didn't get help sooner. Very little progress.
- #3. Child made tremendous progress. Was able to go into regular classroom mid-year.
- #4. Child seemed more motivated. Made very good progress in reading.
- #5. Child made significant improvement in math. Everything was better.
- #6. Child improved very much. Behavior also improved. Was able to mainstream more.

2. How can a parent best participate in the IEP process?

- Voice Concerns. This parent felt that the school responded well to concerns.

- IEP was done too late. Needs to be done at first of year. Parent should have pushed harder to have IEP done on time. Would like to see it done quarterly.
 - The process was way too slow. Parent identified problems in November but school said to wait and see how the child did. Child was not tested until May. Parent felt they should have pushed harder for school to respond.
 - Let school know problems early and work with regular classroom teacher to follow IEP.
 - Be more involved.
 - Take more time to be involved.
 - Come with a list of concerns and suggestions. Get more concrete.
 - Make sure goals are appropriate for child. This parent's child never had a formal IEP.
 - Be aware of students needs and monitor results. Appreciated helpful atmosphere.
 - This parent was very confused about the process. They didn't have an IEP.
3. How much does your child have access to educational, non-academic and extra-curricular activities?
- Very accessible
 - Great. P.E. and music were especially good. They went out of their way to be helpful and encouraging.
 - Good to have them.
 - Student missed class portrait because of special ed. Other things were fine.
4. What would your highest priority for improving the special education program be?
- Let parent know what progress is being made and what is going on. Communicate more with parents.
 - Make IEP's more of a priority and have them quarterly.
 - Get IEP process done sooner so that student can be helped sooner.
 - Follow the IEP and communicate with parents about what is going on.
 - Everything is great.
 - Hire an additional speech therapist.
 - Weekly interaction and feedback from special education teacher.
 - More closely monitor student work and progress and give feedback.
 - Communicate more with parents. It is very difficult to get people to call you back.

Other comments:

- Student was often overwhelmed by homework. The math was especially overwhelming.
- Student was really overwhelmed by math.
- This parent had brought an IEP from previous school but didn't feel they could get anyone at the school to respond. It took until May to get IEP done. Student needed

language and a speech therapist but one wasn't available. Parent felt like they begged on a daily basis to get help with no response. There seemed to be a ton of obstacles. They still felt like the regular classroom was better than the school they came from. The student was overwhelmed by math and homework.

- Student overwhelmed with homework and math in regular classroom. Didn't feel that special ed. math was very helpful. Math was dumbed down.
- Didn't feel like student did much in math. Student also didn't seem to have homework from special ed.

In general, parents were pleased with the special education program.

Concerns about the program most often centered on the IEP process. Parents often felt the process was slow and confusing. Parents also wanted more communication with their special education teachers about their student's progress. Some parents expressed concerns about the math curriculum and homework load in the regular classroom and felt it needed to be adjusted more for special education students.

Although parents had some concerns, all of them expressed that they felt the special education services were helpful to their student and preferred the charter school's program over regular public education programs that they had been involved in.

Building Administrators

They loved the cooperation of the special education teachers. The meetings were conducted in a very organized manner. The scheduling was done so all that were involved could attend.

Need for improvement would be to give a better over-view of special education for parents. One suggestion would be to make a video or Power Point presentation for the parents. When a student is referred for testing, a presentation of some kind to the parents could help them understand the process more.

The comments given by general education teachers, parents, and building administrators, were positive. Our special education staff was viewed as well organized and very concerned for the progress of their students.

B. UIPS FILE REVIEW 2004-05 SCHOOL YEAR SUMMARY

Demographics of IEP Files Reviewed

District:	200 (10%)
High School:	50 (25%)

Middle School	50 (25%)
Elementary School	100 (50%)

Specific Learning Disabilities	90 (45%)
Emotional Disturbance	25 (12%)
Hearing Impairment	10 (5%)
Intellectual Disabilities	25 (12%)
Orthopedic Impairment	5 (3%)
Communication Disorder	45 (23%)

(Data attached)

General Supervision

Areas of Positive Results:

1. Training of data collection team facilitated a positive interaction with teachers and the team members to review files in a non-threatening manner. Both team members and the teachers being reviewed learned a great deal in the monitoring process and the content of the files.
2. A process for regular file monitoring was established in order to keep a handle on the condition of district files.
3. The District Staff Development Team was strengthened and became more aware of inservice needs.
4. Several teachers are working on enhancing their skills and effectiveness in the classroom by seeking higher degrees and more certification. Many are seeking ESL endorsements, severe endorsements, reading endorsements, and master's degrees.

Areas of Needed Improvement:

1. There is a need for better training of paraprofessionals. The district has developed a Paraprofessional Handbook, which is given to every paraprofessional. The special education teacher in the school provides the majority of the training opportunities. Many times the training is not sufficient for the paraprofessionals to feel adequate with their assignments.
2. There is a need for training on the new IDEA 2004 requirements district-wide.

Areas of non- compliance: Personnel

Parent Involvement

Areas of Positive Results:

1. Parents are generally pleased with the special education services being provided for their students. They are informed about IEP meetings well in advance and take an active role as a member of the IEP team. They are receiving regular progress reports from the schools. They are pleased with the level of service being provided by the regular classroom teacher, special education teacher, and related service providers.

2. The results of the surveys with students, general education teachers, special education teachers, related service providers, and school administrators yielded similar results with reference to parental involvement. The similarities included: parental involvement is very important on every level of participation; parents should receive frequent progress reports, receive adequate prior notice before meetings, be actively involved in meetings, and be informed of any unusual activity concerning behavior, academics, social issues, etc. Parents took an active role in the UPIPS Steering Committee. They helped with surveys, coordinated with school personnel to meet with sub-committees, helped to score the surveys, compiled data, and voiced concern if they felt they were not being included in the decision-making process.

Areas of Needed Improvement:

1. Some parents feel overwhelmed at IEP meetings with so many professionals sitting around the table and are hesitant to voice their opinion or concerns.
2. Some parents are not satisfied with the level and extent of service being provided.
3. More training for parents is needed.

Areas of Non-Compliance:

1. None

FAPE in the LRE

Areas of Positive Results:

1. IEPs are developed with the team focusing on students with disabilities having access to the general curriculum and the goals being developed relating to the state core curriculum. Appropriate placement and daily schedules for the students are directed toward individual student achievement and progress toward the annual goals on the IEP.
2. The large majority of students with disabilities are attending their neighborhood school and participating in all school related activities of their choice.

Areas of improvement:

1. More training is needed to help teachers become proficient with evaluation tools used in assessment.

Areas of Non-Compliance:

1. IEP Timelines exceeded in 45% of reviewed files.

Transition

Areas of Positive Results:

1. Age 3-5 programs are being provided through the district preschool programs.
2. The preschool actively coordinates with the EI and Head Start programs.
3. Our district has a transition facilitator who attends IEP meetings when requested for transition goal development.
4. High school special education teachers provide job-sampling activities for students.

Areas of Needed Improvement:

1. Older students need more training in self-determination and self-advocacy.
2. Students and parents need more training and a better understanding about services and helping agencies for adult-based programs.

Areas of Non-Compliance:

1. None

C. Analysis of Student Outcome Data

D.

Student Achievement

As seen on indicator 50, U-PASS Performance Results, students with disabilities score significantly lower than their peers without disabilities (an average gap of 20 for each grade level). As a district, we are focusing more on student achievement results by increasing professional development for teachers and paraeducators on research-based interventions for reading and math. We are also providing professional development on DIBELS, since each teacher (general education and special education) will be responsible for assessing their student's achievement biweekly and reporting on it during their grade level meetings.

Graduation Rates

	Special Education	Regular Education
2002-2003 Graduates	84.5%	98.99%

Special education graduation rates are lower than regular education graduation rates by 14.49%. Some of the difference can be accounted for through special education students who do not graduate at age eighteen, but continue in public education until their 22nd birthday. We will be gathering data on other causes of the decrease in special education students graduating so that we can plan on addressing that need, also.

**Continue to include other student outcome data analysis (see
UPIPS manual)**

D. Off-Site Data Analysis

Forms

All forms are in compliance as per USOE letter.

Child Find

All Child Find activities are in compliance as per USOE letter.

Identification and Evaluation

All Identification and Evaluation tools and materials are in compliance as per USOE letter, but we are currently updating our assessment materials by adding additional transition assessments and providing training to secondary level teachers on their use and availability.

Personnel

At this time, we have 3 special education severe teachers working on a LOA. All are expected to complete requirements for the license by the end of this school year. All teachers are within state caseload requirements.

Private Schools

Private School contacts and consultations are documented and in compliance, as per USOE letter.

Information Previously Submitted to USOE

All federal and state reports that have been due have been submitted and approved. We are currently working on revising our policy and procedures manual, which will be finalized after the new Utah rules are released.